

Beehive Pre-School Playgroup

Low Moor Centre, Bray Road, Fulford Road, York, North Yorkshire, YO10 4JG



Inspection date	5 June 2018
Previous inspection date	21 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The staff team has created an extremely inclusive environment where diversity is celebrated. Children are valued as unique individuals. They learn about the different countries that families come from and develop their understanding of differences between themselves and other people.
- Staff track children's progress well. They use information from parents along with their observations of children's play to plan activities to help them to move forward in their learning. This supports children to make good progress from their starting points.
- Staff place a strong focus on helping children to develop their language and vocabulary skills. They support children who speak English as an additional language particularly well. Children learn to speak English very quickly. Older children speak using well-constructed sentences. Their communication and language skills flourish.
- The staff team has a clear vision of how to drive improvement to better meet the needs of children. Self-evaluation is very effective and includes the views of parents and children.

It is not yet outstanding because:

- Staff do not consistently offer a range of opportunities to inspire older children to practise their independent writing skills in the different areas where they choose to play.
- Although systems to monitor staff performance are in place, these are not rigorous enough to provide a sharp focus on enhancing teaching practice to the highest levels.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the range of opportunities available to inspire older children to practise their independent writing skills during their play
- strengthen performance management systems and focus more precisely on monitoring staff's practice more rigorously to provide a sharper focus on teaching that is of the highest quality.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector held meetings with the pre-school supervisor and the deputy supervisor. She looked at relevant documentation, such as policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents and carers during the inspection and took account of their views.
- The inspector completed a joint observation with the pre-school supervisor and spoke to staff and children during the inspection.
- The inspector questioned staff on their understanding of how to keep children safe and how to monitor their learning and development.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are aware of their role and responsibility in keeping children safe. They have completed relevant training and know what action to take if they have concerns about a child's welfare. The premises are safe and staff are well deployed. They meet adult-to-child ratios effectively and supervise children well. Staff carry out risk assessments and daily checks to help to keep children safe. Partnerships with parents are very good. Regular meetings and information sharing enable parents and staff to discuss children's care, learning and development. Partnerships with other professionals are well established. Transitions to school are smooth and well supported. This ensures there is consistency and continuity in children's learning and care.

Quality of teaching, learning and assessment is good

The highly qualified and experienced staff have a very good understanding of how children learn. Children arrive eager and benefit from a range of interesting resources that helps to support their progress across all areas of learning. Staff play alongside children and engage in meaningful conversations. Children enjoy group time, they talk about the weather and interact during story time. The outdoor area provides children with a stimulating place to play. Children describe natural materials during pretend play in the mud kitchen. They enjoy handling bark and soil as they dig and look for mini-beasts. All children have sessions which start to build on their listening skills and knowledge of the sounds that letters represent.

Personal development, behaviour and welfare are good

The key-person system ensures all children form trusting and meaningful relationships with staff. This supports their personal, social and emotional well-being very well. Staff are good role models and regularly praise children for their achievements and good behaviour. Any minor unwanted behaviour is dealt with very calmly and clearly by staff. Children share toys and take turns with their friends. Children have many opportunities to learn about the importance of healthy lifestyles through daily routines and activities. They benefit from healthy snacks and have many opportunities for fresh air and exercise. This helps to protect and promote children's good health.

Outcomes for children are good

All children receive good support and make good progress from their individual starting points. Older children confidently count and identify numbers and shapes. Children develop their independence as they carry out simple tasks for themselves. They manage their personal care routines and know how to tidy up after themselves. Children engage very well in imaginary play and quickly gain the skills needed for the next stage in their learning and for school.

Setting details

Unique reference number	321543
Local authority	York
Inspection number	1103728
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	27
Number of children on roll	54
Name of registered person	Beehive Pre-School Playgroup Committee
Registered person unique reference number	RP518347
Date of previous inspection	21 October 2014
Telephone number	01904 882062

Beehive Pre-School Playgroup registered in 1992. The pre-school opens Monday to Friday during term time and operates from 8am until 5.30pm. In addition, there is a holiday club which operates in the Easter and summer holidays. The pre-school employs eight members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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